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ABSTRACT

About 3,000 educators have participated in Educ 521 human relations recertification programs sponsored by the Minneapolis Public Schools (MPS). In February 1975, the 755 participants who had processed their recertification forms were mailed a questionnaire to determine overall program effectiveness, differences among programs, and directions for future human relations education. Based on the post-program reactions given by 75 percent of the participants, it was the evaluator's opinion that, considering the conditions under which the program was operating, the 521 program was valuable. Not all participants became more competent in the areas specified by Educ 521; in fact, a substantial percentage indicated that the program was not helpful. However, two-thirds of the participants did say that the program helped them increase their understanding of various ethnic/cultural groups, biases, and power/powerlessness. Three-fourths said they improved their communication skills; about half said they learned skills that could be used in the school setting; and about half said they interacted differently in the school setting as a result of the 521 program. Recommendations were made to offer a variety of 521 programs that would meet the different needs of potential participants, define clearly the goals and activities of each program, offer voluntary in-depth human relations programs beyond the 521 program, emphasize real experiences in all programs, and explore some new approaches. (Author/RC)

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ED114428

Minneapolis Public Schools

An Evaluation of the Minneapolis Public Schools' Human Relations Recertification Program (Educ 521)

Lary Johnson

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An Evaluation of the Minneapolis Public Schools' Human Relations Recertification Program (Educ 521)

Summary

See Page

About three thousand educators have participated in Educ 521 human relations recertification programs sponsored by the Minneapolis Public Schools (MPS). How effective were these programs? In February 1975 the 755 participants who have processed their recertification forms were mailed a questionnaire designed by the MPS 521 Committee and the MPS Research and Evaluation Department to determine overall program effectiveness, differences among programs, and directions for future human relations education. The results, based on a return by 75% of those surveyed, indicated that: 1,2 2-13

- Two-thirds of the respondents said they increased their awareness or understanding of bias, discrimination, prejudice, power/powerlessness, human diversity, personal rights, and various ethnic, cultural, and economic groups.
- Half or fewer of the respondents said the 521 program helped them develop skills to deal with discrimination in the classroom, to deal with conflict situations in the school, and to promote positive relationships in the classroom.
- Half of the respondents said they have interacted differently with teachers, administrators, students, and parents as a result of the 521 program.
- Among teachers who have included human relations activities in their classroom, half stated that the 521 program helped them develop activities.
- Skills for dealing with conflict situations and methods for promoting positive relationships in the classroom were the most frequently cited needs for further human relations education.
- Eighty percent of the respondents said they would be interested in attending further human relations programs that guaranteed them skills that could be applied usefully in their school.

Recommendations were made to offer a variety of 521 programs that would meet the different needs of potential participants, define clearly the goals and activities of each program, offer voluntary in-depth human relations programs beyond the 521 program, emphasize real experiences in all programs, and explore some new approaches. 17-18

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Table of Contents

	Page
Summary	ii
521 Recertification Programs in Minneapolis	1
The Evaluation Plan	2
Results	2
The Four Competencies	2
Post-Program Behavior Changes	3
Differences Among Programs	8
Future Directions	9
Participant Response by Position	14
Participant Response by Experience	14
Summary of Results	15
Discussion	16
Recommendations	17
Appendix A: Participant Response by Position and Years of Experience in Education	19
Appendix B: Educ 521, Human Relations Components in all Programs Leading to Certification in Education—Elaborated Competencies from the Minneapolis 521 Human Relations Proposal	26
Appendix C: The Twenty Human Relations Recertification Programs Approved by the Minneapolis 521 Committee	33
Appendix D: The Evaluation Questionnaire	34

List of Tables

Table No.		Page
1	Participants' Ratings of the Leaders and Methods Used in the 521 Human Relations Programs	4
2	Participants' Perceived Benefits in the Four Competencies of Educ 521 as a Result of the 521 Human Relations Programs	5
3	Changes in Participants' Behavior in the School Setting As a Result of the 521 Human Relations Programs	6
4	Comparative Effectiveness of Six 521 Programs as Perceived by the Program Participants	10
5	Future Needs for Human Relations Education as Indicated by Participants in the 521 Human Relations Programs	11
6	Participants' Reactions to the 521 Program by Present Position in Education	20
7	Participants' Reactions to the 521 Program by Years of Experience in Education.	23

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The evaluator particularly wants to express his appreciation to the three individuals who carry much of the responsibility for the development and coordination of human relations activities in three decentralized areas of the Minneapolis Public Schools: Sharon Buckner, Barbara Shin, and Cynthia Tyson. Their positive attitude toward evaluation is commended. They're also fun to be around. Readers seeking more information about the 521 recertification program in Minneapolis should contact these three people through the Department of Intergroup Education, directed by Associate Superintendent, Dr. Robert L. Williams.

Minneapolis Public Schools

An Evaluation of the Minneapolis Public Schools' Human Relations Recertification Program (Educ 521)

"The professionals in education...must also determine the appropriate learnings and experiences that an individual must have to make him more humane."[1] Need statements such as this were the basis for the adoption of regulation Educ 521, Human Relations Components in All Programs Leading to Certification in Education, by the Minnesota State Board of Education on February 16, 1971.

Educ 521 states that "all applicants for certificates in education to be issued or renewed either on or after July 1, 1973 shall have completed a (60 hour) training program containing human relations components."[2] More specifically, the human relations programs must be planned to develop the following four competencies in the participants:

- *Understand the contributions and life styles of the various racial, cultural, and economic groups in our society.*
- *Recognize and deal with dehumanizing biases, discrimination, and prejudices.*
- *Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations.*
- *Respect human diversity and personal rights.*

An approved Minneapolis Public Schools (MPS) 521 human relations proposal elaborated on the four basic competencies, stating objectives for the participants within each area. See Appendix B for a copy of the MPS proposal.

521 Recertification Programs in Minneapolis

As of February 1971, about twenty-five hundred certificated personnel in the Minneapolis Public Schools needed to complete the recertification requirements under Educ 521. To meet the needs of these people, a MPS 521 Committee, composed of community representatives and MPS personnel, was established in the spring of 1972. This committee, with authority from the State Department of Education, had the responsibility to approve, monitor, and evaluate human relations programs designed to satisfy Educ 521.

Twenty human relations programs designed and conducted by private contractors were approved by the 521 Committee during the past three years on the basis that they provided the content that would meet the four competencies outlined in Educ 521.[3]

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[1] Taken from a position paper by the State Department of Education's Task Force for Human Relations in Teacher Education, September 14, 1970.

[2] See Appendix B for a copy of Educ 521.

[3] See Appendix C for a list of the twenty programs.

The programs and recertification services also were open to individuals from outside the Minneapolis district. As of April 1975, 3025 people participated in one of the twenty programs. Seven hundred fifty-five of the participants have applied for recertification through the MPS' Department of Intergroup Education. Many of the other participants undoubtedly will apply for recertification when their certificates become renewable. About 70% of those who applied for recertification were MPS personnel.

The Evaluation Plan

Purpose of the Study

The following evaluation questions were addressed in this study.

- *How well did the 521 programs in Minneapolis meet the four competencies described in Educ 521 and in the MPS human relations proposal?*
- *Has participation in the 521 programs had an effect on the behavior of the participants? In other words, are the participants doing anything differently in the school setting?*
- *Were all 521 programs equally effective, or were there differences in program benefits among different programs?*
- *What directions should human relations education take in the future?*

Method

Planning for the study was begun in December 1974 by the MPS 521 Committee, the MPS Research and Evaluation Department, and an evaluation consultant from the State Department of Education. It was decided that the most feasible way to fulfill the purpose of the study was to conduct a survey of all participants in the Minneapolis-sponsored 521 programs who applied for recertification. Resources were not available to do more extensive controlled or field studies. Also, the 521 committee wanted the information by May 1975. Thus, the evaluation was limited to post-program reactions of people who completed the 521 programs and who applied for recertification. Hereafter, the 521 program participants will be defined as the people who completed a MPS sponsored 521 program and who processed their recertification forms.

Survey Returns

Questionnaires were mailed to all 755 educators who had completed Minneapolis-sponsored programs and applied for recertification through April 1, 1975. Completed questionnaires were returned by 557 participants, or 74% of the total group. One follow-up mailing was made to improve the return rate.

Results

Generally, the 521 programs received favorable ratings from the majority of participants. More than eighty percent of all participants agreed that the people who led their program were competent and that the consultants and resource people were good (Table 1 on page 4). About three-fourths said the methods used in their 521 program were appropriate. Sixty-nine percent said they would recommend their program to colleagues.

The Four Competencies

Did the 521 program participants become more competent in the four areas identified in Educ 521? In the competencies emphasizing awareness, knowledge, and understanding, about two-thirds of the participants indicated that the 521 program greatly or moderately helped them increase their (1) knowledge of contributions and life styles of various racial, religious, cultural, and economic groups, (2) awareness of bias, discrimination, and prejudice, (3) understanding of power/powerlessness, and (4) awareness of human diversity and personal rights. The majority of the respondents said the program was of "moderate" help rather than of "great" help. Seven percent said the program was no help. See Table 2 on page 5.

In the competencies emphasizing skill development, the 521 programs were not rated as favorably by the participants. With the exception of developing communication skills (such as listening, giving and accepting feedback), where 71% of the participants said the 521 program was of great or moderate help, half or fewer of the participants said the 521 program was helpful in the following skill areas: skills that would enable one to use examples of discrimination positively in the classroom, skills that would help one to deal with a conflict situation in the school setting, and techniques or activities to promote positive interpersonal relationships in the classroom.

Effect on the Behavior of Participants

Did the participants interact differently with various members of the school-community as a result of the 521 program? About half of the participants said they have done "many" or "some" things differently in their interactions with teachers, administrators, majority students, minority students, and parents as a result of 521 (Table 3 on page 6). Most of the participants who said they interacted differently indicated "some" rather than "many" things.

About ninety percent of those who said they interacted differently gave an example of their changed behavior. The examples have been grouped according to

Table 1

Participants' Ratings of the Leaders and Medthods Used
In the 521 Human Relations Programs

Statement	Response	Prog A N=206	Prog B N=38	Prog C N=118	Prog D N=57	Prog E N=28	Prog F N=51	All Programs N=557
1. The people who led (organized) my 521 program were competent.	Strongly Agree	36%	31%	21%	29%	42%	14%	29%
	Agree	52	56	45	64	50	64	55
	Disagree	6	9	23	4	8	16	11
	Strongly Disagree	6	3	11	4	0	7	6
2. The consultants (resource people) used in my 521 program were good.	Strongly Agree	22	21	25	20	38	11	22
	Agree	64	55	59	65	43	56	61
	Disagree	9	18	15	13	19	27	13
	Strongly Disagree	5	6	2	2	0	7	3
3. The methods used in my 521 program were appropriate.	Strongly Agree	20	23	11	13	36	2	15
	Agree	63	58	43	62	41	50	58
	Disagree	10	10	34	24	23	25	18
	Strongly Disagree	8	10	13	2	0	23	9
4. I would recommend my 521 program to my colleagues	Strongly Agree	31	38	16	18	29	9	24
	Agree	47	31	34	53	42	47	45
	Disagree	12	22	23	24	17	18	17
	Strongly Disagree	11	9	27	5	13	27	15

Table 2

Participants' Perceived Benefits in the Four Competencies of Educ 521
As a Result of the 521 Human Relations Programs

Extent to which 521 program helped you in the following areas	Response	Prog A N=206	Prog B N=38	Prog C N=118	Prog D N=57	Prog E N=28	Prog F N=51	All Programs N=557
1. Increased my knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society	Great Help	20%	29%	6%	19%	7%	8%	16%
	Moderate Help	55	37	47	56	48	53	52
	Little Help	22	24	37	19	30	25	26
	No Help	2	11	10	5	15	14	7
2. Increased my awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	Great Help	17	5	12	25	26	18	17
	Moderate Help	49	50	45	46	33	33	46
	Little Help	28	34	29	26	37	39	29
	No Help	6	11	14	4	4	10	8
3. Developed my understanding of power/powerlessness and how it effects various American groups.	Great Help	17	18	12	16	7	16	16
	Moderate Help	49	42	33	53	46	47	45
	Little Help	27	29	39	25	36	27	30
	No Help	7	11	16	7	11	10	10
4. Developed skills that would enable me to use examples of discrimination positively in the classroom.	Great Help	9	3	3	13	4	6	8
	Moderate Help	37	2[illegible]	22	41	46	24	34
	Little Help	41	55	49	34	29	45	41
	No Help	13	16	26	13	21	25	17
5. Developed interpersonal communication skills such as listening, giving and accepting feedback.	Great Help	34	18	30	18	43	22	29
	Moderate Help	41	53	42	42	36	31	42
	Little Help	14	26	19	23	18	20	18
	No Help	10	3	9	18	4	27	11
6. Developed skills that would help me to deal with a conflict situation in the school setting.	Great Help	11	5	8	14	22	6	10
	Moderate Help	38	34	27	27	44	33	35
	Little Help	37	45	43	34	22	27	36
	No Help	15	16	22	25	11	33	19
7. Learned techniques or activities to promote positive interpersonal relationships in the classroom.	Great Help	14	3	12	18	25		14
	Moderate Help	38	39	32	35	54	29	37
	Little Help	33	47	36	28	11	31	32
	No Help	15	11	20	19	11	33	17
8. Increased my awareness and knowledge of human diversity and personal rights.	Great Help	24	29	15	26	29	12	22
	Moderate Help	44	39	42	47	36	45	44
	Little Help	24	21	31	21	29	31	25
	No Help	8	11	13	5	7	12	9

Table 3

Changes in Participants' Behavior in the School Setting
As a Result of the 521 Human Relations Programs

Done anything differently in following situations as a result of 521	Response	Prog A N=206	Prog B N=38	Prog C N=118	Prog D N=57	Prog E N=28	Prog F N=51	All Programs N=557
1. Interactions with teachers	Many Things	5%	8%	4%	9%	25%	6%	7%
	Some Things	52	58	56	54	39	56	54
	Nothing	32	24	26	34	29	32	29
	Not Sure	10	11	14	4	7	6	9
2. Interactions with administrators	Many Things	5	11	4	4	18	6	6
	Some Things	36	32	46	42	39	44	41
	Nothing	51	45	37	47	32	44	43
	Not Sure	8	13	12	7	11	6	9
3. Daily personal interactions with majority students	Many Things	3	3	9	9	8	0	6
	Some Things	52	34	46	59	62	40	50
	Nothing	35	42	30	30	23	50	34
	Not Sure	11	21	15	2	8	10	11
4. Daily personal interactions with minority students.	Many Things	4	5	7	9	4	2	6
	Some Things	30	34	43	54	52	56	42
	Nothing	57	37	34	32	33	34	41
	Not Sure	9	24	16	5	11	8	11
5. Interactions with majority students in conflict (problem) situations.	Many Things	3	3	5	4	14	0	4
	Some Things	42	29	41	49	32	46	42
	Nothing	43	50	35	39	39	52	41
	Not Sure	12	18	20	9	14	2	13
6. Interactions with minority students in conflict (problem) situations.	Many Things	3	0	5	4	4	2	4
	Some Things	31	37	36	46	36	46	38
	Nothing	56	45	40	42	46	48	47
	Not Sure	10	18	18	9	14	4	12
7. Interactions with parents.	Many Things	3	0	5	5	7	0	5
	Some Things	31	37	28	55	33	41	36
	Nothing	55	47	53	38	48	51	50
	Not Sure	11	16	14	2	11	8	10

	Included in Your Classroom Activities?			If Included, Has the 521 Program Been Helpful?				
Teachers Only (N=333)	Yes A Lot	Yes, Some	No	Great Help	Moderate Help	Little Help	No Help	Not Sure
8. Multi-ethnic studies	9%	41%	50%	6%	48%	32%	13%	1%
9. Sexism	10	1	50	11	35	38	15	1
10. Racism	8	37	55	5	54	28	11	2
11. Religion	2	20	78	3	29	43	24	2
12. Classroom activities specifically designed to build positive interpersonal relationships	21	46	32	15	38	29	13	5

similar content. The numbers in parentheses indicate how many people gave a similar example.

Interactions with staff.

. Tried to listen and understand (67)
. More willing to state opinions and take risks (25)
. More honest and open communication (18)
. Requested clarification of statements (14)

Interactions with students.

. Patience, listening, flexibility before action (22)
. More acceptance of students' values (17)
. Exploration of attitudes in student groups (11)
. More understanding of students' feelings (8)
. More personal contact with students (5)
. Equality of standards and expectations (5)

Interactions with parents.

. Listened to and encouraged parents' feelings (10)
. Greater effort to get to know parents (7)

A substantial number of people said they had developed some recognized communication skills, such as better listening and use of clarification. At the same time, others said they had become more honest and willing to confront others with their opinions. Several people gave examples of interactions with students which indicated a greater understanding of students and increased interaction on a personal level.

What impact did the 521 programs have on classroom activities designed to develop positive interpersonal relationships and on classroom studies in the areas of multi-ethnicity, sexism, racism, and religion? As indicated in Table 3, about 75% of the teachers who participated in the 521 program said they had included activities in their classroom that were designed to develop positive interpersonal relationships, about 50% had included activities on multi-ethnic studies, racism, and sexism, and 25% had included activities on religion. The majority of these teachers said they included "some" rather than "a lot" of activities, although 21% said they included a lot of activities to build positive interpersonal relationships.

About half the participants who said they included human relations activities in their classroom stated that the 521 program had helped them develop the activities on multi-ethnic studies, racism, sexism, and interpersonal relationships. About

one-third said 521 helped them with their activities in religion. In all areas, the percentage who said the 521 program provided a "great help" was small.

When asked to give examples of classroom activities that were used to develop positive relationships, at least five of the participants listed each of the following activities: studying group processes, personal awareness, values clarification, "circle" groups, audio-visual materials with discussion, expressing feelings about real situations.

Restrictions to behavior change. Eighty-four percent of the participants said there were no conditions within their school setting that restricted the use of skills and knowledges gained from the 521 program. The following limiting conditions were listed by the participants who felt implementation of 521 skills was restricted in their setting:

- Faculty is not ready or willing (17)
- Few minority students in school (12)
- Structured curriculum does not allow innovative teaching (7)
- Time schedule too tight (7)
- Students not ready (5)
- Not easily used in their subject area (4)

Differences Among Programs

Although twenty human relations recertification programs were approved by the MPS 521 Committee, only six programs had more than twenty participants who processed their recertification forms. These six programs have been labeled as Programs A-F in Tables 1-3. For each program, the number (N) of participants who completed the questionnaire represents more than 70% of all participants in each program who applied for recertification. Were there differences among programs in benefits as perceived by the program participants?

There were substantial differences among programs. For example, 79% of the Program E participants, and 42% of the Program B participants, said the 521 program greatly, or moderately, helped them learn techniques or activities to promote positive interpersonal relationships in the classroom (Table 2, item 7). Sixty-three percent of the Program D participants, and 34% of the Program A participants, said they have behaved differently in their daily personal interactions with minority students as a result of the 521 program (Table 3, item 4). Seventy-eight percent of Program A participants, and 50% of the Program C participants, said they would recommend their 521 program to their colleagues (Table 1, item 4).

The following procedure was used to obtain a general comparative measure of perceived program effectiveness. For each of the nineteen items in Tables 1-3, the percentages for the two most positive responses were summed for each program and for the total group of 521 participants. For example, the sum of the percentages for "Many Things" and "Some Things" for item 1 in Table 2 for all participants is 54% plus 7%. Next, the sum of the percentages for each item for each program was compared with the sum for all 521 participants. Table 4 on page 10 shows how the six programs compared with the total group of 521 participants on all items. The sum of percentages for each program was compared with the total response as follows:

++ The specific program was 5 percentage points or more favorable than the total group of participants.

\+ The specific program was 1-5 points more favorable than the total.

= The specific program was equal to the total.

\- The specific program was 1-5 points less favorable than the total.

-- The specific program was at least 5 points less favorable than the total group of participants.

Compared with the responses of all 521 participants, Programs D, E, and A received more favorable ratings than did Programs B, C, and F. For example, on ten of the nineteen questionnaire items, the participants in Program D rated their program at least five percentage points more favorably than the ratings of all 521 participants. On the other hand, the participants in Program F rated their program at least five percentage points less favorably than did the total group of 521 participants on twelve of the nineteen items.

Although the differences among the ratings of program effectiveness may be quite large in some instances, interpretations should be made cautiously. Results may not have been due to program effects. Perhaps through some non-random selection procedures the participants in different groups differed on variables associated with reactions to 521 programs; e.g. previous knowledge and skills in human relations areas, attitudes toward human relations programs.

Future Directions

The majority of the participants said that they had at least "some" need for further education in all areas usually associated with human relations education (Table 5 on page 11). Participants indicated that their greatest needs were in the most practical areas. Forty-one percent said they had a "great" need for skills to deal with conflict situations in the school and 32% expressed a "great" need for techniques and activities to promote positive interpersonal relationships in the

Table 4

Comparative Effectiveness of Six 521 Programs
As Perceived by the Program Participants

Item Content	Table No.	Item No.	Prog A	Prog B	Prog C	Prog D	Prog E	Porg F
Increased knowledge of various life styles, cultures, prejudices, power/powerlessness, racism, personal rights.	2	1	++	-	--	++	--	--
	2	2	+	--	--	++	-	--
	2	3	++	-	--	++	--	+
	2	8	+	+	--	++	-	--
Helped development of communication skills and practical skills to use in classroom and school setting.	2	5	+	=	+	--	++	--
	2	4	+	--	--	++	++	--
	2	6	+	--	--	-	++	--
	2	7	+	--	--	+	++	--
Helped improve interactions with members of the school-community: teachers, students, parents, administrators.	3	1	-	+	-	+	+	+
	3	2	--	-	+	-	++	+
	3	3	-	--	-	++	++	--
	3	4	--	--	+	++	++	++
	3	5	-	--	+	++	+	+
	3	6	--	--	-	++	-	++
	3	7	--	-	--	++	-	=
Competency of program leaders, appropriateness of methods, recommendation of program to colleagues.	1	1	+	+	--	-	++	--
	1	2	+	--	+	+	-	--
	1	3	++	++	--	+	+	--
	1	4	++	=	--	+	+	--
Number of Items for Each Program That Fell Within Each of the Five Comparative Categories								
At least 5 percentage points more favorable than the total group	++		4	1	0	10	8	2
1-5 percentage points more favorable than the total group	+		9	3	5	5	4	4
Percentage of favorable response was the same as the total group	=		0	2	0	0	0	1
1-5 percentage points less favorable than the total group	-		2	4	3	3	5	0
At least 5 percentage points less favorable than the total group.	--		4	9	11	1	2	12

Table 5

Future Needs for Human Relations Education as Indicated
By Participants in the 521 Human Relations Programs

All Participants	Your Own Need for Further Education?			Emphasis in Future HR Programs?		
Area	Great	Some	None	Great	Some	None
1. Knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	19%	69%	12%	36%	56%	8%
2. Awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	14	60	26	33	56	11
3. Interpersonal communication skills.	23	60	17	42	47	11
4. Skills to deal with conflict situations in the school.	41	50	9	58	36	7
5. Techniques and activities to promote positive interpersonal relationships in the classroom.	32	56	13	51	42	7
6. Materials and methods for teaching multi-ethnic studies.	25	51	24	33	53	14
7. Materials and methods for teaching about racism.	23	48	30	31	52	17
8. Materials and methods for teaching about sexism.	22	49	29	29	54	17
9. Materials and methods for teaching about religion.	17	40	42	23	48	29

classroom. About 25% expressed a great need for interpersonal communication skills and materials/methods to teach about multi-ethnicity, racism, and sexism.

The participants gave the following recommendations for future 521 programs designed for people who have not completed their recertification requirements. The recommendations were grouped according to similarity of content. Based on their experience, people who completed the 521 recertification requirement recommended that future Educ 521 programs include (1) materials and skills that can be used in the classroom and school, (2) options to meet the needs of individuals, and (3) experience with other cultures and ways of life. Some participants felt the personal awareness activities could be improved. Several participants recommended that the quality of the programs be checked.

Classroom and practical applications.

. More relevant to classroom (12)
. Work with materials that can be used in classroom (9)
. Techniques to create human relations in classroom (9)
. Specific materials related to classroom problems (9)
. Skills that can be applied to school and classroom (8)
. Skills to handle conflict situations (7)

Organization of program.

. Options to meet needs of participants (23)
. Have staff take it together (8)
. More input from teachers (7)
. More clearly defined programs (5)
. Concentrated rather than spread over weeks (9)

Communication skills

. Emphasize communication skills (12)
. Less game playing (10)
. Personal awareness was not helpful (10)
. Some activities too intense (8)

Quality of programs.

. Monitor and check qualification of program (21)
. Some speakers and resource people were poor (8)

Content of program.

. Other cultures and ways of life (22)

. First-hand experiences with other cultures (8)

. Deal with racism (10)

Requirements.

. Life certificated should take it (11)

. Drop the requirement (6)

. Should be voluntary (5)

. No fee (5)

What kind of program would the participants want if human relations education were continued beyond the Educ 521 requirements? Again the recommendations were grouped according to similarity of content. A substantial number of 521 participants suggested each of the following programs, if human relations education were to be continued beyond the Educ 521 requirements: materials or techniques to be used with students in the classroom, discussion of real situations and how to deal with them, understanding and interaction with other ethnic groups, communication skills. A substantial number also said that they had had enough human relations.

Classroom activities.

. Materials and methods for actual use in classroom (34)

. Involve students in human relations (9)

. Intergroup relations in classroom (9)

. Increase self-awareness in students (4)

Use real situations.

. Directly related to teaching and school situations (18)

. Deal with interpersonal conflicts (10)

. Deal with conflict situations (9)

. Use real problems and real people (5)

. Practice in the classroom (3)

Cultural awareness.

. Greater understanding of ethnic groups, cultures (19)

. Interaction with minorities, other cultures (12)

Communication skills.

. More communication, interpersonal skills (21)

Variety of programs.

. Offer courses in several areas (9)

. More concentrated, narrower topics (3)

. Individual interests (3)

Reactions to additional human relations.

. Have had enough human relations (26)

. Nothing, no more (17)

. Voluntary (9)

However, if a human relations program existed which guaranteed that it would provide the participants with individual skills that could be applied usefully in their school, how interested would they be in participating? About 80% said they would be interested. The following percentages selected each response choice:

Extremely interested	17%
Very interested	24%
Interested	38%
Not very interested	14%
Not interested at all	7%

Participant Response by Position

Administrators rated the 521 program as more beneficial than did the other four groups (see Table 6 in Appendix A, page 20). For example, two-thirds of the administrators, compared with about half of the members in the other groups, said the 521 program helped them develop skills to deal with conflict situations in the school setting. Also, about three-fourths of the administrators, compared with about half of the teachers, said their daily personal interactions with minority students had changed as a result of the 521 program.

Elementary teachers tended to view the 521 programs more favorably than did secondary teachers. Also, a greater percentage of elementary than secondary personnel indicated a need for more human relations education, particularly in the areas of materials and methods for teaching about multi-ethnicity, racism, religion, and sexism.

Participant Response by Experience

The participants' experience in education was separated into four categories: 1-4 years, 5-9 years, 10-19 years, and 20 or more years (see Table 7 in Appendix A, page 23). Participants with 1-3 years experience had less favorable opinions on several items than did participants with more experience. A smaller percentage of less-experienced than more-experienced participants said (1) that they developed skills that would help them deal with conflict situations and interpersonal relationships in the school setting, and (2) that their interactions with various members of

the school-community had changed as a result of the 521 program. Expressed needs for more human relations education did not appear related to experience.

Summary of Results

Three-fourths of the people who participated in 521 human relations recertification programs sponsored by the Minneapolis Public Schools, and who subsequently applied for recertification, completed a questionnaire designed to measure the participants' perceptions of the programs' effectiveness and to give direction to future human relations education. The results of this study showed that:

1. About two-thirds of the participants indicated that the 521 program helped them in the competencies that emphasized awareness and understanding of (a) contributions and life styles of various ethnic/cultural groups, (b) bias, discrimination, and prejudice, (c) power/powerlessness, and (d) human diversity and personal rights.

2. Seventy-one percent of the participants said the 521 program was helpful in developing communication skills.

3. Half or fewer of the participants said the 521 programs helped them develop skills in using examples of discrimination positively in the classroom, dealing with conflict situations in the school, and promoting positive interpersonal relationships in the classroom.

4. About two-thirds of the participants would recommend their 521 program to colleagues.

5. About half of the participants said they have interacted differently with teachers, administrators, students, and parents as a result of the 521 program. Better listening skills, openness, willingness to confront, and more personal contact with students were mentioned frequently as examples of changed interactions.

6. Of the participating teachers who said they have included human relations activities in their classroom, about half stated that the 521 program had helped them develop activities on multi-ethnic studies, racism, sexism, and interpersonal relationships. In all areas, the percentage who said the 521 program provided a "great help" was small. The help received tended to be "moderate."

7. A small percentage (16%) of the participants said that conditions within the school setting restricted the use of skills and knowledges gained from the 521 program.

8. Some 521 programs were rated more favorably than others by the participants.

9. Although the majority of participants said they had at least some need for further education in all areas usually associated with human relations education, skills to deal with conflict situations and methods to promote positive interpersonal relationships in the classroom were identified as needs by the greatest percentage of the participants. A request for recommendations for future programs elicited a variety of suggestions: classroom activities, real situations, cultural awareness, communication skills.

10. Eighty-percent of the participants said they would be interested in attending a human relations program that guaranteed them skills that could be applied usefully in their school.

11. Elementary teachers tended to have more favorable views of 521 than did secondary teachers. Elementary personnel also indicated a greater need for more human relations education, particularly in the area of materials and methods for teaching about multi-ethnicity, racism, religion, and sexism.

Discussion

Although this discussion section is based on the data collected in this study, the evaluator's personal opinion has been included.

How valuable were the Minneapolis-sponsored Educ 521 programs? The answer to this question is limited by the fact that the only data available are post-program reactions of the participants. Direct evidence of increased competencies among participants, such as measured changes in cognitive behavior, or observed changes in actual behavior, are not available.

Nevertheless, based on the post-program reactions given by 75% of the participants, it is the evaluator's opinion that, considering the conditions under which the programs were operating, the 521 program was valuable. Not all participants became more competent in the areas specified by Educ 521; in fact, a substantial percentage indicated that the 521 program was not helpful. However, two-thirds of the participants did say that the 521 program helped them increase their understanding of various ethnic/cultural groups, biases, and power/powerlessness. Three-fourths said they improved their communication skills; about half said they learned skills that could be used in the school setting; and about half said they interacted differently in the school setting as a result of the 521 program.

The following conditions under which the 521 programs operated may have influenced the results. Perhaps it was unreasonable to expect all, or even a large majority of the participants to benefit.

1. Since the program was mandatory for all people who needed recertification in some educational field, it seems likely that some people began the program with less-than-positive attitudes.

2. It appears that Educ 521 assumes that all people have the same human relations needs; each program was expected to spend some time on each of four competencies. It is likely that many people had previous training or daily-living experiences that put them beyond the content of the 521 program (e.g. communication skills, cultural awareness), at least in some program areas.

3. The 521 program leaders probably were not aware of the needs of the people who were attending the program.

4. People with different needs probably signed up for the same program. Participants may have registered for a particular program because of a convenient time or location, rather than taking a program with people from the same school, or with similar interests.

In the evaluator's opinion, the most disappointing result was the limited help provided by 521 programs in developing skills that could be applied within the school environment. Perhaps there was not enough time to give extensive coverage to these skills. Perhaps some of the basic material could have been covered more quickly for those participants who had some of the desired competencies already. On the other hand, does a training program exist that <u>can</u> provide people with skills needed to develop positive relationships among students, to work effectively with racism issues in the classroom, and to deal with conflict situations?

In any case, the participants want practical help. In fact, eighty percent of those who completed the Educ 521 requirement said they would be interested in participating in a program that was guaranteed (although a guarantee would probably not be possible) to provide them with individual skills that could be applied in their school.

Recommendations

1. Future 521 recertification programs should give greater consideration to the differences among participants. Even though Educ 521 requires competencies in

several areas, it seems reasonable, based on the assumption that participants enter the program with different skills, knowledges, and needs, that a selection of programs should be offered that would more closely meet the needs of the participants. For example, programs could differ on the inclusion of basic versus advanced skills and experiences: awareness of various cultures versus skills to use cultural materials in the classroom; basic communication skills versus intensive personal awareness experiences versus techniques to use communication activities with students. For individuals with previously acquired basic competencies in all Educ 521 areas, they may benefit most from programs that concentrate on one competency; e.g. promoting positive interpersonal relationships in the classroom, dealing with racism in the school community. Different needs of 521 participants also may be better served by offering alternatives in program format or process, although the program content may be similar.

2. The content of 521 programs should be clearly defined, indicating competencies that will be stressed, activities that will be carried out, and entry skill levels desired.

3. Human relations programs beyond the 521 requirement should be offered on a voluntary basis. These programs should be developed to meet specific needs of individuals and should consist of in-depth work in well-defined areas.

4. Individual 521 programs and additional human relations programs should be monitored more closely. At the minimum, post-program evaluations should be conducted to determine the participants' ratings of the program's value.

5. In all programs, the activities should emphasize real experiences as much as possible: interaction with other ethnic, cultural, and economic groups; discussion of situations that actually exist in the school situation; personal interactions with individuals (both staff and students) with whom the participants have contact in the school setting.

6. New approaches to human relations education should be explored. One approach that may increase the relevance and applicability of human relations education would be to have a specialist working at a school with individuals or a group of staff members who have a clearly defined goal; e.g. positive interaction with students in the classroom, problem solving among staff members, conflict resolution among students.

Appendix A

Participant Response by Position and
Years of Experience in Education

Table 6

Participants' Reactions to the 521 Program by Present Position in Education

Question	Response	Elem Tchr N=169	Secd Tchr N=164	Adminis trator N=32	Other Elem N=94	Other Secd N=62
Indicate the extent to which the 521 program helped you in the following areas.						
1. Increased my knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	Great Help	15%	13%	22%	21%	11%
	Moderate Help	50	51	56	49	53
	Little Help	29	27	22	21	24
	No Help	5	8	0	9	11
2. Increased my awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	Great Help	20	12	25	22	8
	Moderate Help	40	50	41	48	52
	Little Help	34	30	31	16	34
	No Help	6	8	3	14	6
3. Developed my understanding of power/ powerlessness and how it effects various American groups.	Great Help	17	11	9	23	11
	Moderate Help	42	39	66	46	50
	Little Help	34	37	22	20	26
	No Help	7	13	3	11	13
4. Developed skills that would enable me to use examples of discrimination positively in the classroom.	Great Help	12	6	9	5	8
	Moderate Help	37	30	47	36	34
	Little Help	42	43	34	39	42
	No Help	14	21	9	20	16
5. Developed interpersonal communication skills such as listening, giving and accepting feedback.	Great Help	32	23	19	35	27
	Moderate Help	40	42	72	33	50
	Little Help	19	21	9	18	11
	No Help	10	13	0	14	11
6. Developed skills that would help me to deal with a conflict situation in the school setting.	Great Help	12	7	3	12	10
	Moderate Help	37	29	63	34	33
	Little Help	36	41	28	32	38
	No Help	16	23	6	22	20
7. Learned techniques or activities to promote positive interpersonal relationships in the classroom.	Great Help	16	9	16	15	15
	Moderate Help	35	36	44	35	41
	Little Help	33	33	38	32	34
	No Help	16	23	3	18	10
8. Increased my awareness and knowledge of human diversity and personal rights.	Great Help	27	20	25	26	13
	Moderate Help	40	38	53	51	42
	Little Help	25	31	19	16	35
	No Help	8	11	3	8	10
Have you done anything differently in the following situations that you can attribute to the 521 program?						
9. Interactions with teachers.	Many Things	7%	7%	13%	11%	2%
	Some Things	58	46	75	53	59
	Nothing	26	36	6	28	27
	Not Sure	8	11	6	8	12
10. Interactions with administrators.	Many Things	5	5	13	10	7
	Some Things	48	34	59	39	42
	Nothing	38	53	25	39	39
	Not Sure	9	8	3	12	12

Table 6

Participants' Reactions to the 521 Program by Present Position in Education (continued)

Question	Response	Elem Tchr	Secd Tchr	Adminis trator	Other Elem	Other Secd
11. Daily personal interactions with majority students.	Many Things	6%	6%	10%	4%	5%
	Some Things	55	49	62	41	48
	Nothing	31	33	21	39	37
	Not Sure	8	12	7	16	10
12. Daily personal interactions with minority students.	Many Things	6	6	7	6	3
	Some Things	43	41	64	40	37
	Nothing	44	40	21	39	47
	Not Sure	7	14	7	15	13
13. Interactions with majority students in conflict (problem) situations.	Many Things	4	3	7	3	2
	Some Things	47	43	54	33	42
	Nothing	36	42	21	43	48
	Not Sure	12	12	7	20	8
14. Interactions with minority students in conflict (problem) situations.	Many Things	3	4	7	3	2
	Some Things	40	36	64	33	35
	Nothing	45	49	21	44	57
	Not Sure	12	11	7	19	7
15. Interactions with parents.	Many Things	7	0	10	6	3
	Some Things	41	28	73	40	22
	Nothing	41	61	13	39	68
	Not Sure	10	11	3	15	7
16. Have conditions within your school setting restricted in any way your use of skills and knowledge you may have received from the 521 program?	No	80%	83%	86%	85%	93%
	Yes	20	17	14	15	7
Indicate the extent to which you agree or disagree with each of the following statements.						
17. The people who led (organized) my 521 program were competent.	Strongly Agree	27%	23%	40%	35%	28%
	Agree	58	56	56	48	59
	Disagree	9	14	4	10	9
	Strongly Disagree	6	7	0	7	4
18. The consultants (resource people) used in my 521 program were good.	Strongly Agree	21	18	32	28	16
	Agree	58	62	64	60	71
	Disagree	16	16	0	8	13
	Strongly Disagree	5	4	4	4	0
19. The methods used in my 521 program were appropriate.	Strongly Agree	13	10	28	18	16
	Agree	59	57	64	57	56
	Disagree	20	21	8	16	20
	Strongly Disagree	8	12	0	9	7
20. I would recommend my 521 program to my colleagues.	Strongly Agree	21	19	40	26	23
	Agree	43	46	52	44	50
	Disagree	22	16	8	14	16
	Strongly Disagree	14	20	0	16	11

Table 6

Participants' Reactions to the 521 Program by Present Position in Education (continued)

Question	Response	Elem Tchr	Secd Tchr	Adminis trator	Other Elem	Other Secd
For each of the following areas, indicate the extent of your need for more education.						
21. Knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	Great	21%	14%	13%	26%	12%
	Some	72	68	69	69	68
	None	7	18	19	4	20
22. Awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	Great	15	12	13	14	10
	Some	60	54	69	68	58
	None	25	34	19	18	32
23. Interpersonal communication skills.	Great	17	21	25	31	30
	Some	63	55	69	60	57
	None	20	24	6	9	13
24. Skills to deal with conflict situations in the school.	Great	42	35	48	47	37
	Some	49	56	45	46	47
	None	9	10	6	8	15
25. Techniques and activities to promote positive interpersonal relationships in the classroom.	Great	31	29	36	36	28
	Some	58	57	46	56	53
	None	10	14	18	9	19
26. Materials and methods for teaching multi-ethnic studies.	Great	39	11	27	29	12
	Some	47	53	53	51	55
	None	14	36	20	20	33
27. Materials and methods for teaching about racism.	Great	32	12	23	26	12
	Some	48	42	57	49	53
	None	20	46	20	25	34
28. Materials and methods for teaching about sexism.	Great	25	15	27	24	14
	Some	53	44	53	51	50
	None	21	41	20	26	36
29. Materials and methods for teaching about religion.	Great	21	13	14	21	10
	Some	40	34	59	43	47
	None	39	54	28	36	43
30. How interested would you be in participating in a human relations program guaranteed to provide you with individual skills that could be applied usefully in your school?	Extremely Interested	13%	17%	30%	22%	17%
	Very Interested	21	22	27	27	25
	Interested	45	38	23	32	42
	Not Very Interested	13	14	20	14	13
	Not Interested At All	7	10	0	5	3

Table 7

Participants' Reactions to the 521 Program
By Years of Experience in Education

Question	Response	1-3 Years N=94	4-9 Years N=270	10-19 Years N=130	20 Years or More N=52
Indicate the extent to which the 521 program helped you in the following areas.					
1. Increased my knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	Great Help	6%	16%	22%	17%
	Moderate Help	54	53	50	48
	Little Help	35	23	22	29
	No Help	4	8	7	6
2. Increased my awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	Great Help	10	17	17	23
	Moderate Help	52	46	48	38
	Little Help	31	29	27	29
	No Help	7	7	8	10
3. Developed my understanding of power/ powerlessness and how it effects various American groups.	Great Help	12	16	17	21
	Moderate Help	43	45	43	52
	Little Help	34	31	29	19
	No Help	11	9	11	8
4. Developed skills that would enable me to use examples of discrimination positively in the classroom.	Great Help	4	7	12	8
	Moderate Help	22	33	38	45
	Little Help	46	43	39	31
	No Help	28	17	11	16
5. Developed interpersonal communication skills such as listening, giving and accepting feedback.	Great Help	22	33	28	25
	Moderate Help	38	37	52	50
	Little Help	21	20	11	19
	No Help	18	10	10	6
6. Developed skills that would help me to deal with a conflict situation in the school setting.	Great Help	11	13	6	6
	Moderate Help	21	32	44	48
	Little Help	40	36	38	31
	No Help.	28	19	12	15
7. Learned techniques or activities to promote positive interpersonal relationships in the classroom.	Great Help	10	16	14	10
	Moderate Help	28	36	41	52
	Little Help	38	31	33	23
	No Help	24	16	13	15
8. Increased my awareness and knowledge of human diversity and personal rights.	Great Help	15	25	22	21
	Moderate Help	40	41	47	48
	Little Help	35	25	22	21
	No Help.	10	8	9	10
Have you done anything differently in the following situations that you can attribute to the 521 program?					
9. Interactions with teachers.	Many Things	7%	7%	9%	8%
	Some Things	45	56	54	60
	Nothing	38	29	26	21
	Not Sure	10	8	10	12
10. Interactions with administrators.	Many Things	7	5	9	4
	Some Things	34	43	42	48
	Nothing	53	43	38	38
	Not Sure	9	11	10	10

Table 7

Participants' Reactions to the 521 Program By
Years of Experience in Education (continued)

Question	Response	1-3 Years	4-9 Years	10-19 Years	20 Years or More
11. Daily personal interactions with majority students.	Many Things	2%	7%	8%	2%
	Some Things	39	51	53	60
	Nothing	50	31	29	26
	Not Sure	9	11	10	12
12. Daily personal interactions with minority students.	Many Things	2	7	6	6
	Some Things	33	41	46	52
	Nothing	52	41	38	29
	Not Sure	13	11	10	13
13. Interactions with majority student in conflict (problem) situations.	Many Things	1	5	4	6
	Some Things	30	45	47	38
	Nothing	56	37	35	46
	Not Sure	13	12	14	10
14. Interactions with minority students in conflict (problem) situations.	Many Things	1	4	5	6
	Some Things	29	40	39	40
	Nothing	59	45	42	40
	Not Sure	10	11	14	13
15. Interactions with parents.	Many Things	1	5	4	8
	Some Things	29	35	43	35
	Nothing	60	49	44	45
	Not Sure	10	11	9	12
16. Have conditions within your school setting restricted in any way your use of skills and knowledge you may have received from the 521 program?	No	75%	83%	90%	87%
	Yes	25	17	10	13
Indicate the extent to which you agree or disagree with each of the following statements.					
17. The people who led (organized) my 521 program were competent.	Strongly Agree	28%	31%	26%	29%
	Agree	52	51	64	53
	Disagree	11	12	7	11
	Strongly Disagree	9	5	3	7
18. The consultants (resource people) used in my 521 program were good.	Strongly Agree	19	24	24	17
	Agree	65	58	64	63
	Disagree	13	16	10	8
	Strongly Disagree	4	2	3	13
19. The methods used in my 521 program were appropriate.	Strongly Agree	13	16	15	17
	Agree	51	59	60	56
	Disagree	21	17	21	17
	Strongly Disagree	14	8	5	10
20. I would recommend my 521 program to my colleagues.	Strongly Agree	19	26	24	23
	Agree	40	42	52	45
	Disagree	22	17	13	15
	Strongly Disagree	19	14	11	17

Table 7

Participants' Reactions to the 521 Program by Years of Experience in Education (continued)

Question	Response	1-3 Years	4-9 Years	10-19 Years	20 Years or More
For each of the following areas, indicate the extent of your need for more education.					
21. Knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	Great	20%	19%	20%	16%
	Some	69	71	65	63
	None	10	10	15	20
22. Awareness of bias, discrimination, and prejudice in areas such as race, religion and sex.	Great	20	14	13	8
	Some	55	64	56	57
	None	25	23	31	35
23. Interpersonal communication skills.	Great	26	22	20	29
	Some	63	60	64	44
	None	11	18	15	27
24. Skills to deal with conflict situations in the school.	Great	51	42	31	37
	Some	43	50	56	49
	None	7	8	13	14
25. Techniques and activities to promote positive interpersonal relationships in the classroom.	Great	39	32	26	29
	Some	55	56	62	42
	None	6	12	13	29
26. Materials and methods for teaching multi-ethnic studies.	Great	31	26	22	17
	Some	47	48	57	60
	None	22	26	21	23
27. Materials and methods for teaching about racism.	Great	26	23	20	21
	Some	48	45	52	52
	None	26	32	28	27
28. Materials and methods for teaching about sexism.	Great	23	23	19	15
	Some	52	47	53	50
	None	25	30	27	35
29. Materials and methods for teaching about religion.	Great	20	19	18	8
	Some	41	38	42	48
	None	39	44	40	44
30. How interested would you be in participating in a human relations program guaranteed to provide you with individual skills that could be applied usefully in your school?	Extremely Interested	20%	17%	16%	18%
	Very Interested	22	22	29	26
	Interested	44	38	35	36
	Not Very Interested	8	15	17	12
	Not Interested At All	6	8	4	8

Appendix B

Educ 521, Human Relations Components in All Programs
Leading to Certification in Education

Elaborated Competencies from the Minneapolis
521 Human Relations Proposal

TEACHER CERTIFICATION SECTION
STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
ST. PAUL 55101

CHAPTER 27: EDU 520-539
COMPONENTS TO BE INCLUDED IN ALL PROGRAMS LEADING TO CERTIFICATION IN EDUCATION

Edu 520 Scope of Chapter; Definition. The provisions of this chapter apply to all persons whose initial certification was contingent upon the possession of a baccalaureate or higher degree in education. As used in this chapter, the term "certificated personnel" means person or persons holding a certificate, the obtaining of which was contingent upon the possession of a baccalaureate or higher degree in education.

Educ 521 Human Relations Components in All Programs Leading to Certification in Education.

(a) All applicants for certificates in education to be issued or renewed either on or after July 1, 1973 shall have completed a training program containing human relations components. Such components shall have been approved by the state board of education.

(b) Human relation components of programs which lead to certification in education will be approved upon submission of evidence:

(1) Showing that the human relations components have been developed with participation of members of various racial, cultural, and economic groups.

(2) Showing that the human relations components are planned to develop the ability of applicants to:

(aa) Understand the contributions and life styles of the various racial, cultural, and economic groups in our society, and

(bb) Recognize and deal with dehumanizing biases, discrimination, and prejudices, and

(cc) Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations, and

(dd) Respect human diversity and personal rights.

(3) Relating all of the areas enumerated in Edu 521(b)(2) to specific competencies to be developed, and

(4) Indicating means for assessment of competencies.

Adopted by the Minnesota State Board of Education on February 16, 1971.

Extracted from the Minneapolis 521
Human Relations approved proposal.

Part I. Competencies for the 521 Program

Teacher Competencies

(aa) Understand the contributions and life styles of the various racial, cultural and economic groups in our society.

1. Participant will demonstrate a knowledge of the differences and similarities between race, color, religion, creed, national origin, ethnic groups, culture and life styles.

   a. Participant will demonstrate the true definition of race and an awareness of practical application and implications of each term as they relate to prejudice and discrimination in U.S. society.

   b. Participant will demonstrate the true definition of color and an awareness of the practical application and implications of color as they relate to prejudice and discrimination in U.S. society.

   c. Participant will demonstrate the true definition of creed and an awareness of the practical application and implications of creed as they relate to prejudice and discrimination in U.S. society.

   d. Participant will demonstrate the true definition of national origin and an awareness of the practical application and implications of national origin as they relate to prejudice and discrimination in U.S. society.

   e. Participant will demonstrate the true definition of ethnic groups and an awareness of the practical application and implications of ethnic groups as they relate to prejudice and discrimination in U.S. society.

   f. Participant will demonstrate the true definition of culture and an awareness of the practical application and implications of culture as they relate to prejudice and discrimination in U. S. society.

   g. Participant will demonstrate the true definition of life styles and an awareness of the practical application and implications as they relate to prejudice and discrimination in U.S. society.

   h. Participant will demonstrate the true definition of religion and an awareness of the practical application and implications of religion as it relates to creed, prejudice and discrimination in U.S. society.

2. Teacher and student are experiencing new norms of cultural awareness and diversity of life styles that are developing and/or expanding in our 20th century American culture. Some patterns may seem unique, even alien to some teachers. Examples of these are: communal living, more single parent homes, more welfare families, more families with an alcoholic member, different definitions of sexual roles, poor whites, drug usage, the aged, more children who have had contact with the law and mentally and physically handicapped.

a. Participant will demonstrate a working knowledge of how the value systems and life styles may differ depending on the students' reference group.

b. Participant will demonstrate awareness of possible behavior pattern variance because of these factors.

3. Participant will demonstrate knowledge of the current trends among Mexican-Americans, Indian Americans, Black Americans and Oriental Americans related and paralleled to their historical contributions.

a. They will demonstrate knowledge of beliefs of 20th century representatives of each minority group.

b. They will demonstrate knowledge of life styles and how life styles are similar and/or different within a minority group.

c. They will demonstrate knowledge and/or awareness of the minority youth dealing with his or her minority status in relation to his or her self-concept.

4. Participant will demonstrate knowledge of the present status of women.

a. Participant will become aware of the dimensions of sex-role stereotyping and how this relates to the current status of women.

b. Participant will become aware of the process of sex-role stereotyping with special emphasis on the part played by education.

c. Participant will demonstrate knowledge and/or awareness of the young woman dealing with her secondary status in relation to her self-concept.

d. Participant will demonstrate knowledge of life styles and how life styles are similar and/or different according to sex role conditioning.

e. Participant will demonstrate knowledge of the historical contributions of women with special emphasis on the 20th century.

5. Participant will demonstrate the ability to recognize alienating language (verbal and non-verbal) that has the potential of dehumanizing another individual.

a. They will also show skill in dealing with situations where such a conflict has arisen.

b. They will keep a vocabulary list of words and non-verbal actions that they become acquainted with as they progress through their 521 program.

6. Participant will demonstrate the ability to recognize how media affects U.S. society. They will demonstrate techniques to offset this influence.

7. Participant will demonstrate the ability to recognize biases and prejudices in instructional materials. They will also demonstrate how they would deal with these materials in a classroom situation.

8. Participant will demonstrate awareness of discriminatory practices in self, in others, and in society.

(bb) Recognize and deal with dehumanizing biases, discrimination and prejudices.

1. Participant will agree upon the denotative definitions of the terms bias and prejudice. They will then describe in a paragraph the similarities and differences of these two words.

2. Participant will make a list of areas of the most common prejudices in respect to dehumanizing biases.

   a. Through group discussions they will rank them in order of importance to society.

   b. They will try to determine whether the prejudice is due to misinformation or lack of information on the subjects.

   c. They will expand their list and note how their perceptions change as they progress through the 521 program.

3. Participant will demonstrate the ability to deal with the concepts of power and powerlessness as it relates to their biases and prejudices. They will list examples of how a bias can give one individual a sense of power as it dehumanizes another individual.

4. Participant will agree upon a denotative definition of the term stereotype.

   a. They will demonstrate the ability to distinguish stereotyping in conversation, the media and in instructional materials.

   b. They will demonstrate an understanding of how stereotypes are transmitted.

   c. They will demonstrate an understanding of how one's stereotypes are reflective of one's value system contrasted to other value systems.

5. Participant will demonstrate the ability to deal with institutional, cultural and personal racism.

6. Participant will demonstrate the ability to deal with institutional, cultural and personal sexism.

7. Participant will demonstrate the ability to deal with power and powerlessness and demonstrate the ability to use power creatively.

8. Participant will demonstrate ability to deal with conflict situations resulting from racial, cultural or economic differences.

9. Participant will demonstrate an understanding of kinesics and the effects that non-verbal actions can have on verbal communication. They must also demonstrate awareness of how non-verbal symbols can vary within the culture as among racial and economic groups.

10. Spoken languages varies among socio-economic and racial groups. Participant will keep a list of words and/or phrases used by individuals or groups, be able to define these words as the user would define them and describe his or her feelings about the word and its usage.

(cc) Create learning environment which contributes to the self-esteem of all persons and to positive interpersonal relations.

1. Participant will demonstrate a knowledge of the process of group development.

   a. Participant will demonstrate a variety of behaviors relevant to the accomplishment of the group task.

      1. initiating
      2. seeking information and opinion
      3. giving information and opinion
      4. clarifying
      5. elaborating
      6. summarizing
      7. consensus testing

   b. Participant will demonstrate a variety of behaviors relevant to group maintenance.

      1. gate keeping
      2. compromising
      3. harmonizing
      4. encouraging
      5. standard setting and testing

2. Participant will demonstrate an openness to new experiences.

   a. Participant will demonstrate a willingness to share problems with others.

   b. Participant will demonstrate a willingness to give and receive constructive (descriptive not evaluative) feedback.

   c. Participant will demonstrate a willingness to engage in communication exercises.

      1. listening
      2. paraphrasing
      3. perception checking
      4. expressing and accepting feelings

   d. Participant will demonstrate a willingness to understand a viewpoint different from their own.

3. Participant will demonstrate the ability to develop objectively to the group's functioning.

4. Participant will demonstrate skill in creating an open learning environment.

5. Participant will demonstrate knowledge of at least five different kinds of small group activities, e.g., brainstorming, discussion, task, etc.

6. Participant will demonstrate skill in assisting students in having success experiences in the classroom.

7. Participant will demonstrate an ability to use a sociogram as a technique in the classroom.

8. Participant will demonstrate ability to use role-playing appropriately in the classroom setting, i.e., timing, setting.

9. Participant will demonstrate skills in working together cooperatively and being mutually supportive in developing a total learning environment.

10. Participant will demonstrate the ability to encourage shared responsibility with students in curriculum planning and discipline procedures.

(dd) Respect human diversity and personal rights

1. Participant will demonstrate awareness of the impact of judgemental statements and behavior on others.

2. Participant will accept diversity in the classroom.

3. Participant will demonstrate an ability to apply human diversity constructively as a resource in the classroom and the community.

4. Participant will demonstrate the ability to offset remarks or behavior that are insensitive to human diversity or personal rights.

5. Participant will demonstrate a willingness to support the right of due process for all people.

   a. Participant will demonstrate an awareness of their legal rights as they relate to the field of education.

   b. Participant will demonstrate an awareness of the student's legal rights within the school setting.

   c. Participant will read and discuss the document "Student Rights and Responsibilities," adapted June 8, 1971 by the Minneapolis Board of Education.

   d. Participant will demonstrate an awareness of a parents' legal rights as they apply to their child in a school setting.

   e. Participant will demonstrate an awareness of the legal rights of a young person and an understanding of how due process differs for juveniles.

Appendix C

The Twenty Human Relations Recertification Programs
Approved by the Minneapolis 521 Committee

1. Human Resource Associates - Don May, Dave Holmstetter.
2. Alternative Behaviors Associates - Bruce Beath, Jack Worel, Bob and Jackie Randleman.
3. Human Interaction Laboratory - Dick Fuller.
4. Sister Kenny Institute - Betty Jenkins.
5. St. Mary's Conference.
6. J.R.S. Human Relations Program - James Selby.
7. The "Seventh Sense" - Gene Sylvester Associates
8. YMCA Human Relations and Group Dynamics - Paul Norman.
9. New World Human Alliance - Kenneth Burton.
10. Cultural Encounter - Barbara Greenwald.
11. Counselors' Workshop
12. Cultural Awareness - Richard Green
13. Cross Cultural Understanding - Jermaine Arendt.
14. Glasser: Human Relations in Schools Without Failure - Beth Erickson.
15. Alfred Adler Institute - Nancy Newman, Pat Davis.
16. United Minorities for Better Understanding - LaRaye O'Brien, Jim Selby.
17. Cross Cultural Communications - Robert Moran.
18. A Human Relations Curriculum: The Differential Description of Language Patterns - Carol Hufnagle.
19. Federation of Alternative Schools Human Relations Program.
20. Latini Program, Special Education - Nancy Latini

(1-3) 521

Minneapolis Public Schools
521 Human Relations Recertification Program

Your frank response to this questionnaire will help assess the value of the 521 human relations recertification programs and give direction to future programs. There are no right or wrong answers; just opinions. Return in the enclosed envelope. Thank you very much.

Indicate the extent to which participation in the 521 human relations program helped you in each of the following areas by circling the number under the appropriate response.

	Great Help	Moderate Help	Little Help	No Help
(4) Increased my knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	1	2	3	4
(5) Increased my awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	1	2	3	4
(6) Developed my understanding of power/powerlessness and how it effects various American groups.	1	2	3	4
(7) Developed skills that would enable me to use examples of discrimination positively in the classroom.	1	2	3	4
(8) Developed interpersonal communication skills such as listening, giving and accepting feedback.	1	2	3	4
(9) Developed skills that would help me to deal with a conflict situation in the school setting.	1	2	3	4
(10) Learned techniques or activities to promote positive interpersonal relationships in the classroom.	1	2	3	4
(11) Increased my awareness and knowledge of human diversity and personal rights.	1	2	3	4

Have you done anything differently in the following school situations that you can attribute to your participation in the 521 human relations program?

	Many Things	Some Things	Nothing	Not Sure
(12) Interactions with teachers.	1	2	3	4
(13) Interactions with administrators.	1	2	3	4
(14) Daily personal interactions with majority students.	1	2	3	4
(15) Daily personal interactions with minority students.	1	2	3	4
(16) Interactions with majority students in conflict (problem) situations.	1	2	3	4
(17) Interactions with minority students in conflict (problem) situations.	1	2	3	4
(18) Interactions with parents.	1	2	3	4

Please take the time to complete this question.

(19) If you checked "Many Things" or "Some Things" for any of items 12-18, choose one of the items and answer the following: Number of item used _____.

(a) How did you behave differently? Describe specifically what you did.

(b) Describe how this behavior can be attributed to participation in the 521 human relations program.

41

Listed below are several topics that could be included in the classroom. For each one, indicate whether or not these topics have been included in your classroom activities or curriculum <u>since</u> your participation in the 521 human relations program. Then, for any of the topics where you checked YES (either A Lot or Some), indicate to what extent the 521 program has been helpful.

		Included in your Classroom Activities?				Has the 521 Program Been Helpful?				
		Yes, <u>A Lot</u>	Yes, <u>Some</u>	<u>No</u>		Great <u>Help</u>	Moderate <u>Help</u>	Little <u>Help</u>	No <u>Help</u>	Not <u>Sure</u>
(20)	Multi-ethnic studies	1	2	3	(25)	1	2	3	4	5
(21)	Sexism	1	2	3	(26)	1	2	3	4	5
(22)	Racism	1	2	3	(27)	1	2	3	4	5
(23)	Religion	1	2	3	(28)	1	2	3	4	5
(24)	Classroom activities specifically designed to build positive interpersonal relations.	1	2	3	(29)	1	2	3	4	5

Please take time to complete this question.

(30) If you answered Yes to any of items 20-23, and if you also answered that the 521 program has been of Great or Moderate Help on any of the same items, choose <u>one</u> of the items and answer the following:
Number of item used _____.

(a) Describe what you did and estimate how many hours were spent on the activity in a school year.

(b) Describe how the 521 program has been helpful in this situation.

(31) If you answered Yes to item 24, and if you also answered Great or Moderate Help to item 29, answer the following:

(a) Describe the classroom activities used and estimate how many hours were spent on the activities in a school year.

(b) Describe how the 521 program has been helpful in this situation.

(32) Have conditions within your school setting restricted in any way your use of skills and knowledges you may have received from the 521 program?

_____ 1. No

_____ 2. Yes

If you checked Yes, please explain.

Indicate the extent to which you agree or disagree with each of the following statements; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

	SA	A	D	SD
(42) The people who led (organized) my 521 program were competent.	1	2	3	4
(43) The consultants (resource people) used in my 521 program were good.	1	2	3	4
(44) The methods used in my 521 program were appropriate.	1	2	3	4
(45) I would recommend my 521 program to my colleagues.	1	2	3	4

Now that you have completed your 521 human relations requirement, what direction should human relations education take in the future? For each of the following areas, first indicate the extent of <u>your</u> need for more education, and second, indicate how much each of these areas should be emphasized if human relations programs are continued in the future for individuals such as yourself.

Area	Your Own Need For Further Education?			Emphasis In Future HR Programs?			
	Great	Some	None		Great	Some	None
(33) Knowledge of contributions and life styles of various racial, religious, cultural, and economic groups in our society.	1	2	3	(46)	1	2	3
(34) Awareness of bias, discrimination, and prejudice in areas such as race, religion, and sex.	1	2	3	(47)	1	2	3
(35) Interpersonal communication skills.	1	2	3	(48)	1	2	3
(36) Skills to deal with conflict situations in the school.	1	2	3	(49)	1	2	3
(37) Techniques and activities to promote positive interpersonal relationships in the classroom.	1	2	3	(50)	1	2	3
(38) Materials and methods for teaching multi-ethnic studies.	1	2	3	(51)	1	2	3
(39) Materials and methods for teaching about racism.	1	2	3	(52)	1	2	3
(40) Materials and methods for teaching about sexism.	1	2	3	(53)	1	2	3
(41) Materials and methods for teaching about religion.	1	2	3	(54)	1	2	3

(55) Imagine the existence of a human relations program guaranteed to provide you with individual skills that could be applied usefully in your school.

How interested would you be in participating in such a program?

____ 1. Extremely interested

____ 2. Very interested

____ 3. Interested

____ 4. Not very interested

____ 5. Not interested at all

(56) What is your present position?

____ 1. Elementary teacher

____ 2. Secondary teacher

____ 3. Administrator

____ 4. Other elementary _____

____ 5. Other secondary _____

(57) Total years of experience in education (including this year).

____ 1. 1-3 years

____ 2. 4-9 years

____ 3. 10-19 years

____ 4. 20 years or more

(58) What is your sex?

____ 1. Male

____ 2. Female

(59) What is your racial-ethnic background?

____ 1. Asian American

____ 2. Black American

____ 3. Indian American

____ 4. Spanish-surnamed American

____ 5. White American

(60) What is your religion?

____ 1. Christian

____ 2. Jewish

____ 3. Other

____ 4. None

(61) What recommendations do you have for the structure and organization of 521 human relations programs for people that have not completed the recertification requirements?

(62) If human relations programs were continued beyond the 521 requirements, what kind of program would you like to see?

(63-64) _____ Recertification Program Code

Return in the enclosed envelope, or to:
Research and Evaluation Department
807 N. E. Broadway Minneapolis 55413

January 1975

521 Evaluation Committee and
Research and Evaluation Department
Minneapolis Public Schools